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ABSTRACT

This teacher's guide contains the following sections: Teacher Objectives; Student Objectives; Teacher Aide Suggestions; Objectives Overview; Scope and Sequence (K-8); Teacher's Guide; NFL Public Relations Director; NFL Team Addresses and Art (Helmet) Pages; Football Field Dimensions; Age Problems; Statistics from a Newspaper; Standings; Weight Problems; Pick-A-Winner Content (Football Pool); Progress Chart; Skill Index; and IEP (Individual Education Program) Objectives. The document is designed to help the teacher maximize the usefulness of the materials. The package is designed to be a motivating skill-builder in both mathematics and the language arts. (MP)

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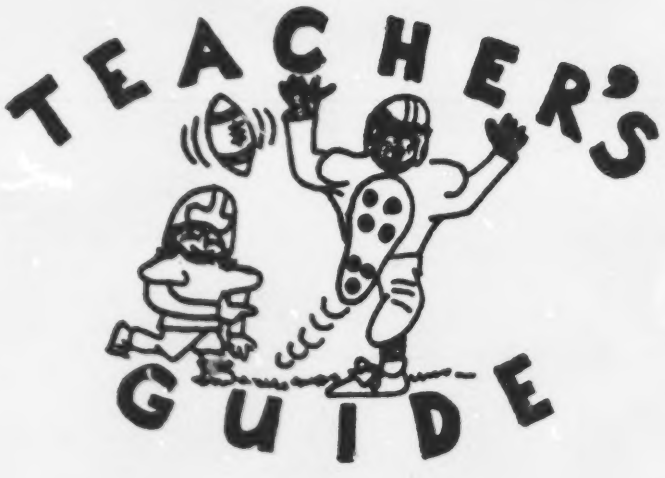

Matics

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TEACHER OBJECTIVES FOR FOOT-MATICS

A. As a result of using this program, the teacher will be more able:

1. to have an extremely exciting, motivating academic program during the crucial "student adaptation to school environment" period in September
2. to utilize the abounding interest that students have for sports, and channel it into the math program
3. to be more able to capitalize on the tremendous interest students have for teams and famous sport personalities
4. to provide games and contests that relate closely to the NFL, (National Football League)
5. to develop within each student a greater appreciation for math
6. to create a fun atmosphere and positive student attitudes for math by providing contests that stimulate their interests
7. to integrate the total curriculum with sport activities
8. to provide an enriched, integrated math program that has a scope from elementary to secondary grades
9. to integrate the diciplines of math, language arts, and social studies
10. to develop student research skills
11. to provide activities for the promotion of penmanship
12. to provide activities that require correspondence by letters to business establishments
13. to provide activities that stimulate student interest in social studies and geography
14. to provide alternate instructional material and media other than the traditional materials approach for teaching math
15. to provide an individualized learning program, thus enhancing the student's field independent domain
16. to provide group activities thus enhancing the student's field sensitive domain
17. to provide material for a learning center
18. to provide learning material for the average, mentally gifted, remedial, emotionally handicapped, and recent immigrated students
19. to provide the student with an opportunity to express artistic creativity
20. to provide activities that develop visual perception skills
21. to use a behavioral modification reward system

22. to enhance the enculturation process of the United States Culture for the recently immigrated student

23. to offer the student an opportunity to learn the sport of football through academic channels

24. to allow the student to appreciate the school environment more

25. to develop a greater interest within the student for the school sport's program

26. to control an acting-out student's behavioral problem

27. to attain entrance and insight into the students' "world views" or presuppositions, thereby enhancing curriculum relevancy

28. to allow students to express their natural interest in football

29. to allow students to select their material and data for researching

30. to provide an academic foundation for the teacher who is insecure in athletics (or unfamiliar with), but who recognizes its relevant scholastic relationship

31. to become more knowledgeable about football and the NFL

32. to maintain a sports library in the classroom

STUDENT OBJECTIVES

As a result of participating in this program, the student will be more able:

1. to develop a greater appreciation for math

2. to develop an appreciation for the many ways that math relates to football

3. to participate in activities that begin with the concept of the student's adulation for teams or individuals, then relating these activities to the student's class members and finally to himself/herself

4. to become familiar with statistics that relate to the human body measurement

5. to become familiar with statistics that relate to football game data

6. to develop a positive self-image

7. to become familiar with one's personal body weight

8. to record one's work progress

9. to learn the basic computational skills of addition, subtraction, multiplication, and division

10. to make and utilize charts, graphs, and record data

11. to integrate data

12. to be more creative through drawing and painting
13. to improve visual perception skills (spatial relations)
14. to have a greater appreciation for the school environment
15. to improve one's field independent cognitive domain
16. to improve one's independent study skills
17. to improve one's field sensitive (affective) domain
18. to improve one's interrelationships with others
19. to develop discrimination between larger and smaller numbers
20. to figure averages
21. to do linear conversions
22. to do percentage problems
23. to become familiar with metrics
24. to solve word problems
25. to write and interpret birth dates
26. to do problems with fractions
27. to familiarize with geometry
28. to develop integrated math-language skills
29. to become familiar with mathematic terminology
30. to read schedules
31. to improve penmanship skills
32. to develop creative writing skills
33. to develop research skills
34. to utilize supplementary sources of information such as magazines, rosters, and newspapers
35. to further the enculturation process of learning one's new culture (for the recently immigrated student or migrant student)

The following are suggestions for the teacher in utilizing the para-professional aide in successfully implementing this program. Thus, the teacher should assign the aide:

1. to handle the passing-out and collecting of team rosters
2. to observe the completed work and compare it with a student's progress sheet
3. to calculate the answers to the open-ended problems for the students to compare their answers to
4. to observe that students properly file their work in a folder
5. to provide individual instruction and assistance for students working independently
6. to provide group instruction and assistance for students working on group activities
7. to calculate student contest sheets
8. to keep accurate data on contest wall charts
9. to provide additional knowledge of a sport for immigrated or migrant students involved in the enculturation process
10. to watch a game at school, by movie, or by TV and explain the mechanics of the game to a student foreign (either by citizenship or by association) to such an activity
11. to read the sports page periodically to keep abreast with the news and comments that the students may make
12. to record individual problem activities on a Language Master for those students who are audio-learners or just poor readers

OBJECTIVES OVERVIEW

	DOMAINS		
	COGNITIVE	AFFECTIVE	PSYCHO-MOTOR
TEACHER	18	16	5
STUDENTS	26	10	5
PARA-PROFESSIONAL AIDE	9	5	5

SCOPE AND SEQUENCE

K	1	2
Creative design, (helmets) Spatial relations	Ordinal no. abbreviations 6(14-15) Ordinal no's. 6(14) Charting progress, 40 Ordering no's. 1(1), 7(16) 8(19) Writing no. columns 2(2), 13(43) Writing no's. 5(13) Predicting 39 Capitalization: Names, 1 Cities, 39 Creative design (helmets) Spatial relations	Addition, carrying 2(2), 14(43,46) Ordinal no's. 5(13) Charting progress, 40 Dimensions 2(3) Linear measurement abbreviations 2(3-5) Metric abbreviations 3(6) No. classification 3(7) Ordering no's. 22(77), 29(110) Predicting, 39 Subtraction 8(21,22), 10(23-28), 31(120-124), 32(125,126), 38(156) Word problems 38(158,159) Writing no's. 5(12), 6(15) Addressing envelopes Commas, first and last names Creative design (helmets) Writing formal letters Writing months 10(29) Spatial relations
3	3	4
Ordinal no. abbreviations 6(15) Ordinal no's. 6(14,15 16(59,60) Charting progress, 40 Fewest, most 27(98,99 12(36,37) 33(130-132) Linear and metric abbreviations 32(128) More, less 24(83-7),25 (89-93),26(94-96), 31(120-124) Multiplication 38(158) Numerical pairs 32(127 Predicting, 39	Addressing envelopes Creative design (helmets) Months, abbreviations 10(29) Seasons 15(51) Spatial relations Superlatives 8(17,18,20), 10(23-28), 11(31,32), 12(36,37), 22,23(78,79, 81), 24,25(88),26(94-6), 27(98-101), 28(105,107), 29, 30(111,112,115-18), 31, 32(125,126,128), 33(130-132), 34(133) Writing formal letters	Ordinal no's. 6(14,15), 16(59,60) Linear measurements and conversions 2(4,5), 17(67,68) Predicting, 39 Subtraction 24(83,84), 25 (89-93), 30(116-118) Weight problems 23(81), 32(128) Writing birthdates by no's 7(16) Writing birthdates with words & no's. 8(19) Addressing envelope Creative design (helmets) Holiday reports 13(42,43) Holiday reports, foreign countries 13(42) Spatial relations Writing formal letters

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Bar graphs & interpretations 11(30-34), 12 (35-39), 15(55,56),26 (97), 27(98-104), 33 (129-132), 34(133,134), 35(137-140), 36(141-145) Finding averages 14(43, 44,47), 23(80),30(113) 38(160) Interpreting data 8(21, 22), 10(23-28),11(31-34), 12(36-39), 13 (40-41), 14(48),15(51-54), 16(57-62), 17(63-66), 18(70), 19, 20, 21(72), 23(78,79,81), 24(82-87), 25(88-93), 26(94-96), 27(98-103), 28(105-109), 29, 30, 31-36 Interpreting no's. 32 (127) Line graphs 35(137-140), 36(141-145)	Making predictions 21(73-76), 39, 4(8,9) Metrics 3(6), 18(69), 23 (81), 32(128) Ordering numbers 19 Probability & statistics: Recording data 19, 20, 21(72) Subtraction 16(58,62), 17(64-66) Writing fractions 34(134) Addressing envelopes Creative design (helmets) Creative thinking 14(45), 14(49), 28(109) Creative writing 14(50) Creative interpretation 14(43), (45), (49) Spatial relations Writing formal letters	Finding averages 16(62), 17(63), 20(71) Fractions: Addition 38(153,154) Addition, unlike denominators 38(155) Making & interpreting 27(102), 34(134) Multiplication 38(153) Subtraction, unlike denominators 38(156) Geometry: Angle degrees 37(150) Angles, acute & obtuse 37(151) Intersecting lines 37(151) Points 37(147,151) Triangles 37(147,148) Using protractor37(150) Writing angles 37(147, 149,151) Hypothetical thinking 28(109) Interpreting: Numbers 16(61) Statistics 16(57-62), (63), 18(70) Percentage 27(103,104), 34(135,136) Predicting 39

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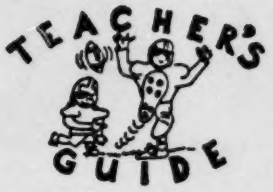
Addressing envelope Creative design, helmets Spatial relations Writing formal letters	Algebra 38(157) Geometry: Measuring heights of objects 37(146) Percentage 19, 20(71) Pick-A-Winner Play diagrams & formations4(10,11), 5(12) Predicting 39 Subtraction 38(157) Addressing envelope Creative design, helmets Spatial relations Writing formal letters	Percentage 19, 20(71) Play diagrams 4(10,11), 5(12) Predicting 39 Addressing envelope Creative design, helmets Spatial relations Writing formal letters

"FOOT-MATICS"  "FOOT-MATICS"

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Also, this program comes highly recommended to you from the following who are joining an ever increasing list of educators, counselors, and administrators: Dr. Sally Moya, Director in Special Education, San Jose State U; Dr. Leo Gainor, SJSU; Dr. Richard Schmeider, Curriculum Director, Milpitas Unified School District, Milpitas, Ca.

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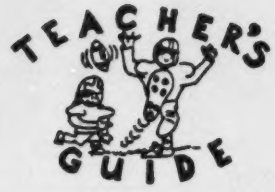
"FOOT-MATICS"  "FOOT-MATICS"

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During summer vacation, in July or August, the teacher should write a letter to each team's public relation director and request each team's roster. (Get as many as possible from each team.) The teacher may also elect to have the students write a letter to their favorite team requesting such; however, NFL teams will tend not to respond as well once the regular season begins. Rosters are free and each team may send the teacher decals if they are requested. Once the teacher has received enough rosters, he should allow the students to select their team and the corresponding roster to work with.

Addresses for each team are located on the "helmet" pages. Incidentally, once the student receives his team roster or knows the decal (emblem or logo) of a team, he may draw and color the symbol of the team or teams on the "helmet" pages. These pages alternate directions that the helmet of a team is pointed giving equal opportunities for left and right handed students to draw and color.

This also provides opportunities for students needing spatial relations activities to improve their visual perception and eye-hand co-ordination. Also, young students and creative older students will appreciate these activities.

Page 2, problem #3 (answers): A. 100 yds. B. 50 yds. C. 10 yds. D. 20 yds. E. 15 yds.

Page 4, problem #10: The teacher can ask the students who play football to draw plays for him/her if the latter is unfamiliar with the game.

Page 8, #17: Use the chart on page 7.

Page 16, #57: Students take a score out of a newspaper (sport's page). Fill in the score by the 4 quarters. The box will be filled in to break the scoring done by quarters as:

	1	2	3	4
49'ers	14	3	7	14
Rams	0	14	0	7

#61: Look in the statistics of the game located under the same box score.
#62: Use the statistics from this same article. (If the following statistics aren't available in your local paper, refer to the weekly "Sporting News". The following example will be a hypothetical game between the San Francisco 49'ers and the Los Angeles Rams. The final score was San Francisco 38, Los Angeles 21.

#62 (cont.): If the Rams had 15 first downs and the 49'ers had 14, the chart would read:

	TEAM RAMS	AVERAGES	TEAM 49'ers	AVERAGES
First Downs	15 (1)			

(1) would represent how many more first downs the Rams had than the 49'ers. If the Rams had 40-205 to the 49'ers 35-280 in yards rushing, select the latter statistics (49'ers) to work with because the 49'ers had 280 yards rushing (running) to the Ram's 205 yards rushing. Enter it as:

Rushes-Yards		✓	280 (75)	✓ 8

(75) represents how many more yards the 49'ers rushed than the Rams. The ✔ in the average column means that this has to be computed for the team gaining the most yards. So divide the number of rushes, or carries (35) into the yards gained rushing (280) and enter it. For Passing-Yards, if the Rams had 20-350 and the 49'ers had 15-200, select the Ram's statistics. 20 (P.A. or passes attempted) is divided into 350 to find out the Passing Average. Return-Yards means the yardage that a team returned the punts and kickoffs that they caught. Passes would be passes caught (or completed).

Page 17, #63: These are individual player statistics opposed to team statistics in #62. If Shifter, from the 49'ers, gained the most yards rushing (12-108) than any other player in the same game, then enter:

	PLAYER'S NAME	TEAM	PLAYS IN	YDS. GAINED	AVERAGE
Rushing	Shifter	49'ers	12	108	9

His average for each rush (or carry) would be 108 divided by 12 or 9 yards per carry. Enter 9 in the average box.

If Grabbey from the Rams received (or caught) more yardage, (10-160), than any other player in the game, then enter:

Receiving	Grabbey	Rams	10	160	16

His average for each catch (or reception) would be 160 divided by 10 or 16 yards per catch. Enter 16 in the average box. (above)

If Whippner had passed for more yardage, (15-20-0,300), than any other player in the game, (15-passes completed, 20-passes thrown or attempted, 0-interceptions thrown (an interception is when an opposing player catches a pass thrown by the other team's quarterback or other thrower), 300-total yards passed and completed, his average for each pass thrown would be 300 divided by 15 or 20 yards per throw. Enter 20 in the average box below.

Passing	Whippner	Rams	15	300	20

#64, Find out who the player was with the best rushing average. (carries divided into yards gained) It may well be that someone with fewer carries and fewer yards had a better average than Shifter, in the 49'ers example #63, did. However, if Shifter had the best yards rushing average, find out who was the second best, subtract the second best player's average from Shifter's, and enter the answer in #64. (Do likewise for #65, #66)

Page 18, #70: Students should use pencils only. Percentage is found by dividing the total games played by a team into their games won. Opponents points are points that were scored against the team. Place is the order from first that the team is presently in (by percentage). Games behind are calculated in this example:

	wins	losses	G.B.
49'ers	5	2	.....
Rams	4	4	1½

-T3-

Subtract the wins column first. The Rams are 1 game behind in the win column. Divide it by 2 or ($\frac{1}{2}$). Subtract the losses column next. The Rams are 2 games behind in the loss column. Divide it by 2 or (1). Add up the differences for the Rams in the win column ($\frac{1}{2}$) and (1) in the loss column. The sum is $1\frac{1}{2}$, the amount of games that the Rams are behind the 49'ers. There are two conferences: the American Conference and the National Conference. The Divisions of both conferences are: Eastern, Central, and Western.

Page 20, #71: The teacher should bring in Monday's or Tuesday's (for the Monday Night Game of the Week) sport page at the beginning of each week so the students can clip out their favorite team's box score and use the data.

To find "ave. yds. per rush", divide the number of "rushes" into the "yds. rushed". To find "ave. yds. per pass", divide "passes complete" into "Total pass yds." To find "percent.%completion", divide "passes att." (passes attempted), into "passes complete". "Receptions" are the times a player catches a pass. To find "ave. yds. per reception", divide "receptions" into "total yards". To find "average yards per kick (punt)", divide the number of "punts" into "total yards". To find "average FG kick", divide the number of "field goals" into the "total yds.(FG)". A field goal is worth 3 points and a point after TD, (PAT), is worth one point.

Page 21. #72: "Yards returned" would be the amount of yards that a team runs back its opponent's kicks (punts and kickoffs).

#73: This activity could be an early activity and could follow #70, p. 18,19. The students, when they're familiar with what teams go with what conference and division, can list what place they <u>want</u> each team to finish in the standings. At the end of the season, the students can then list the corresponding teams for #73 and #74.

#75: This is a similar activity to the aforementioned; however, here the student <u>predicts</u> (using his knowledge or her knowledge of the teams but not their whims by writing his/her predictions on another page (18, 19).

Then, the student completes the activities #75, #76 at the end of the season. The teacher may elect to do both #73-#74, and #75-#76 or just one of them. It is recommended, though, that the teacher considers, at least, one of them to create "guessing" interest and discussion at the beginning of the year. This surely will lead into conversation which the teacher can cultivate. Have the students discuss their results at intervals or at the end of the season. Also, run off extra copies of pages 18, 19 so this activity can be possible.

Page 22, #77: The teacher may want the student to stay with the latter's favorite team roster that he used earlier; however, the teacher can have the student change teams if it will create a better learning situation.

Page 23, #80: The students can compare their team weight averages.

Page 24, #82: The teacher may elect to illustrate the differences of the superlatives light, lighter, and lightest by using pictures or posters of players varying in size.

#83, #84 are inserted at this point in case the teacher notices that the students are beginning to compare their weights with the football players of the NFL. Otherwise, refrain from this comparison until Page 30, #116 and #117.

#85-#87: Comparisons can be done at this time, however, individually.

Page 25, #88: (See #81).

Page 26, #97: Have each student check his/her roster first and color in a little box under the column that each particular player's weight falls in. For example, if the first player on the roster weighed 185 lbs., then the student would start at the fourth column from the left (181-190), and color the box at the bottom of this column (the no. 1 box). The student does several more players in other columns. Then, he finds a player who weighed 189. He then colors in box two for the same (181-190) column going from bottom to top. When one column is completely colored in (from 1 to 18), stop the exercise. (The teacher may have to teach the students the concepts of "more than", "less than" to do this activity.) (For older students, use colored pencils instead of crayons!)

Page 27, #102: The answer to #99 becomes the numerator and the denominator becomes the number of all the players on the team.

Page 28, #105: Students use the roster again.

#106: Usually a player in the backfield, end, or wide receiver is lighter.

#107: The student checks the roster.

#108: Usually a player on the line is heavier.

Page 30, #113: This is an exciting class project!!

Page 31, #119: The teacher may want to use examples from another class if the students are highly sensitive.

Page 32, #128: Ditto advice from aforementioned activity.

Page 35, #137: The teacher should use discretion. The former may want to compare other weights.

Page 36, #141: The teacher may want to use just the boys' weights to compare them with the players depending on the class reaction.

Page 37, #146: Answer- 25 feet

#148: Student choices- isosceles, equilateral, or right. These will be the anticipated responses.

#150: Use the drawing in #147 to get the answer.

#152: Opposite angles ($\angle DBA, \angle EBC$) formed by two intersecting lines are called vertical angles. Vertical angles are always equal. Also, $\angle DBE$ and $\angle EBC$ share a common side between them ($\overline{BE}$). Therefore, they are adjacent angles. Likewise with $\angle DBA$ and $\angle ABC$.

Page 38, #153: A. 1 yd., #154: A. $4\frac{1}{2}$ yds., #155: A. 1 yd., #156: A. $\frac{1}{4}$ yd., #157: A. 690, #158: A. 48 yds., #159: A. 6 yds., #160: A. 2 yds.

Note: The teacher can delete the "s" in the answer "yds." or let it remain as a decoy in activities #153, #155, and #156.

Page 39: This is one of the most exciting, on-going activities in the program! Issue to each student this page on Friday, but have a schedule of all NFL games available so the student knows what teams to pick each week for winners.

Schedules of NFL weekly games are available by writing to:

Public Relations Director,
National Football League,
410 Park Avenue,
New York, N.Y. 10022

Also, some of the teams may send complete schedules in their free media guides. The teacher may consult the newspaper; however, he/she will only be able to stay one week in advance. Awards (decals of the teams) are highly satisfactory "pay-offs" to the student guessing the most winning teams correctly. In case of two or more students guessing the same total of teams correctly, #14, the tie-breaker is referred to. The student, each week, predicts the actual score of the Monday-Night game on TV. Thus, the winner (in case of a tie) is then determined by the closest number of points he/she predicted to the actual score. The teacher may wish to make a big chart or standings compiling the students accumulated results. However, <u>utilize</u> this activity as <u>soon</u> as possible because the students <u>love</u> it!!

Page 40: Have each student color the number of the activity that he/she has completed.

Don't forget to consult the three "Skill Index" pages. Each math skill in the program is listed with the pages that such an activity can be found on!

Page iii contains some suggested IEP (Individual Education Plan) goals that can be utilized by special education teachers. These goals not only can be utilized for student assessment, but also can determine class or school records and standards. In this case, the results can be posted on a large chart in the classroom or in the administration office.

SKILL INDEX

addition- p.2(2), p.14(43,46), p.19, p.20(71), p.21(72), p.38(153-55, 159,160)

algebra- p.38(157)

averages- p.14(44,47), p.16(62), p.17(63), p.18(71), p.23(80), p.30(113-114), p.38(160)

chart interpretation- p.11(31-34), p.12(36-39), p.15(55,56), p.27(98-104), p.33(129-132), p.34(133,134), p.35(137-140), p.36(141-145)

charting players' birthdates- p.11(30)

charting students' birthdates- p.12(35)

charting weight- p. 26(97), p.33(129), p.35(137), p.36(141)

creative interpretation- p.14(45,49)

creative writing- p.14(50)

dimensions- p.2(3)

"Footage" (student progress sheet)- p.40

fractions- p.27(102), p.34(134), p.38(153-156)

geometry- p.37

holiday birthdates- p.13(40-42)

hypothetical thinking and writing- p.28(109)

interpreting data- p.8(21-22), p.10(23-28), p.11(31-34), p.12(36-39), p.13(40-41), p.14(44,47-48), p.15(51-54), p.16(57-62), p.17(63-66), p.18(70), p.19, p.21(72), p.23(78-79), p.24(83-87), p.25(89-93), p.26(94-96), p.28(105-108), p.29, p.30, p.31, p.32, p.33, p.34, p.35, p.36

interpreting numbers- p.16(61), p.32(127)

interpreting game statistics(newspaper)- p.16(57-62), p.17(63)

keeping team league records(and standings)- p.18(70), p.19, p.21(73-76)

linear conversions- p.2(4,5), p.17(67-68)

metric problems- p.3(6), p.18(69), p.23(81), p.32(128)

multiplication- p.38(158)

NFL team addresses(team helmets to draw and color)- see Teacher's Guide

number classification- p.3(7)

ordering months(and abbreviations)- p.10(29)

ordering numbers- p.1(1), p.7(16), p.8(19), p.19, p.22(77), p.29

ordinal numbers(and abbreviations)- p.6(14,15), p.16(59,60)

percentage- p.19, p.20(71), p.27(103-104), p.34(135-136)

"Pick-A-Winner" contest- p.39

play diagrams and formations- p.4(10,11), p.5(12)

predictions- p.4(8,9), p.21(73-76), p.39

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weight conversions- p.23(81), p.32(128)

writing birthdates by no's.- p.7(16)

writing birthdates with words(and no's.)- p.7(16), p.8(19)

writing numbers- p.5(13), p.6(15)

FOOT-MATICS IEP GOALS

The following are some sample IEP goals one can utilize. The teacher should select an individual test item and test it with a large number of regular classroom students to develop proficiency standards or school records.

1. Page 1, #1: Arrange the last names of ___ players in alphabetical order with 80% accuracy in ___ minutes.

2. Page 7, #16: Arrange 10 players in age from the youngest to the oldest with 80% accuracy in ___ minutes.

3. Page 22, #77: Arrange the weight of the players from the lightest to the heaviest with 80% accuracy in ___ minutes.

4. Page 1, #1: Write in numerical order the uniform number of 20 players beginning from the smallest to the largest number with 80% accuracy in ___ minutes.

5. Page 1, #1: Read all the names of the players that begin with the initial consonant ___ with 80% accuracy in ___ minutes.

6. Page 1, #1: Write with capitalization (first then last name) of 20 players with 80% accuracy in ___ minutes.

7. Page 5, #13: Spell correctly 40 number words with 80% accuracy in ___ minutes.

8. Page 3, #7: Classify the uniform number of ___ players with 80% accuracy in ___ minutes.

9. Page 7, #16: From numerical form, spell out with 80% accuracy the birthdates of ___ players in ___ minutes.

10. Page 36, #141: Given the data, prepare a graph comparing players' with students' weights with 80% accuracy in ___ minutes.

49ERS
711 Nevada Street,
Redwood City, Ca. 94061

CHIEFS
One Arrowhead Dr.,
Arrowhead Stadium,
Kansas City, Mo. 64129

SAINTS

144 St. Charles Ave.,
New Orleans, La. 70130

BILLS
One Bills Drive,
Orchard Park, N.Y. 14127

FALCONS

521 Capitol Ave. S.W.,
Atlanta, Ga. 30312

RAIDERS

7811 Oakport St.
Oakland, Ca. 94621

RAMS
10271 W. Pico Blvd.,
Los Angeles, Ca. 90064

VIKINGS

7110 France Ave.,
S. Minneapolis, MN 55435

BEARS
55 E. Jackson Blvd.,
Chicago, Ill. 60604

CARDINALS
200 Stadium Plaza,
St. Louis, Mo. 63102

PACKERS

265 Lombardi Ave.,
Green Bay, Wis. 54305

COWBOYS

6116 No. Central Expwy.,
Dallas, Texas 75206

JETS
595 Madison Ave.,
New York, N.Y. 1002

COLTS
Executive Plaza III,
Hunt Valley, Md. 21031

BROWNS
Tower B, Cleveland Stadium,
Cleveland, Ohio 44114

REDSKINS

13832 Redskin Dr., P.O. Box 17247
Dulles International Airport,
Washington, D.C. 20041

STEELERS
300 Stadium Circle
Pittsburgh, Pa. 15212

EAGLES

Veterans Stadium,
Broad St. and Pattison Ave.,
Philadelphia, Pa. 19148

OILERS

6910 Fannin St.,
Houston, Texas 77025

DOLPHINS
330 Biscayne Blvd.,
Miami, Fla. 33132

SEAHAWKS
5305 Lake Washington Blvd.,
Kirkland, WA 98033

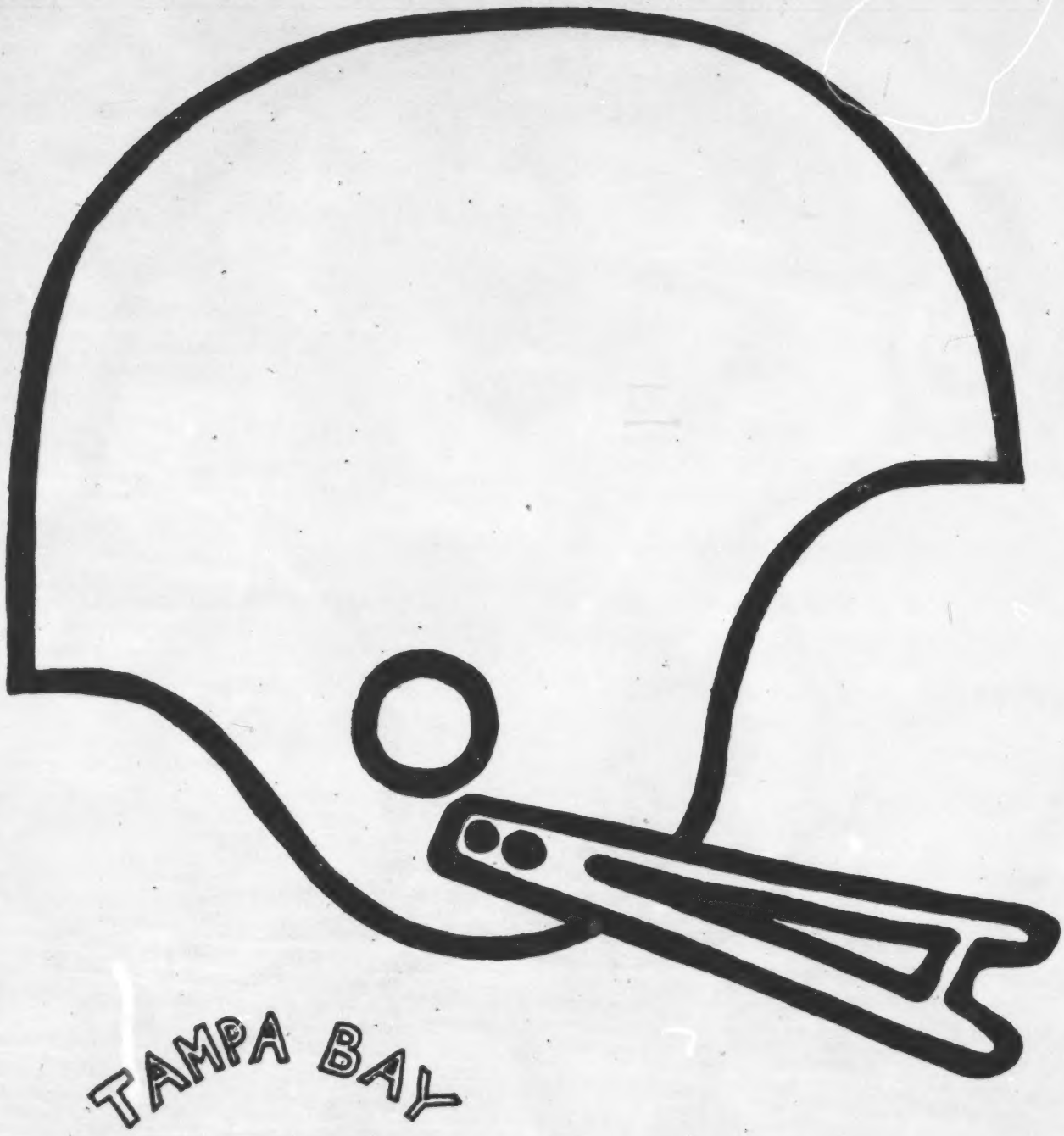
BRONCOS
5700 Logan St.,
Denver, Colorado 80216

CHARGERS
San Diego Stadium, P.O. Box 20666,
San Diego, Ca. 92120

GIANTS

15 Columbus Circle
New York, N.Y. 10023

LIONS
1401 Michigan Ave.,
Detroit, Mich. 48216



BUCCANEERS
One Buccaneer Place,
Tampa, Fla. 33607

PATRIOTS

Schaefer Stadium, Route One,
Foxboro, Ma. 02035

BENGALS

200 Riverfront Stadium,
Cincinnati, Ohio 45202